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ABSTRACT

This report summarizes discussions of a working group meeting on the continuing education needs of early primary school leavers in Asia and the Pacific. An introduction summarizes the welcoming addresses. Chapter 1 presents highlights of experiences of these countries in providing continuing education to school leavers: Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines, and Thailand. Chapter 2 discusses the learning needs of early primary school leavers identified by the meeting: literacy, communication, and post-literacy skills; numeracy or arithmetic skills; occupational, technical, or entrepreneurial skills; values development; citizenship training; thinking skills; self-confidence or self-worth; and primary health care, hygiene, and sanitation. Areas of action to meet the learning needs of dropouts are recommended. Chapter 3 proposes four operational models for continuing education: distance education and community-based instruction model, continuing education model for early primary school leavers, community-centered model, and distance study model. Chapter 4 discusses a 10-step process for instructional materials development. Chapter 5 makes recommendations for follow-up actions at the national and regional levels. Appendixes include the following: "A Conceptual Framework and Proposed Operational Models for Early Primary School Leavers in Asia and the Pacific" (Vichai Tunsiri); opening statement (Leonardo de la Cruz); and participant list. (YLB)

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APEID

Asia and the Pacific Programme of Educational Innovation for Development

CONTINUING EDUCATION FOR EARLY PRIMARY SCHOOL LEAVERS

Report of a Technical Working Group Meeting

Chiang Mai, Thailand, 4-11 October 1988

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UNESCO Unesco Principal Regional Office for Asia and the Pacific

Bangkok, 1989

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INTRODUCTION

Background

The Tenth Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development (APEID), held in Bangkok in 1986, identified 14 programme areas to be considered for implementation under APEID during its fourth cycle (1987-1991). One of these areas is continuing education. Innovative experiences and approaches to the problems of continuing education are the main foci of activities within the APEID framework.

In the preamble to the work plan in continuing education, which was developed by the APEID Programme Development Meeting held immediately after the Tenth Regional Consultation Meeting, the following statement was made:

> "Continuing education has become increasingly recognized as a critical contributing factor to the eradication of illiteracy and the provision of universal primary education.
>
> Continuing education as discussed in this work plan will be broadly defined to cover all educational opportunities taking place outside the literacy and primary education programmes. Continuing education includes the enrichment of the learning environment to activate and sustain motivation for learning. It provides extra-curricular activities which further enhance the learning processes. It helps neo-literates to upgrade their literacy skills to attain permanent literacy. It caters to out-of-school population by providing lifelong learning opportunities which can be organized to further improve skills and competencies acquired through literacy and primary education programmes, or to provide equivalency alternative to formal education beyond primary levels or to assist the learners in work-related activities and improvement of the quality of life.
>
> ... Within the region of Asia and Pacific, continuing education in its broader definition is a new and largely unexplored area".

Consequently, a set of activities has been planned for UNDP funding support for the period 1987-1991, which is the fourth cycle of APEID.

The very first activity was the APEID Technical Working Group Meeting on Continuing Education for Early Primary School Leavers, which was held in Bangkok and Chiang Mai, Thailand, from 4 to 11 October 1988, in close collaboration with the Department of Non-Formal Education.

The objectives of the meeting were:

1. to identify continued learning needs of early primary school leavers;
2. to develop operational models for continuing education which respond to the learning needs of early primary school leavers; and
3. to develop methodological guidelines for preparing materials for use by early primary school leavers.

The agenda of the meeting is at Annex I.

Participation

The meeting was attended by 10 participants from Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines and Thailand. Two resource persons, Dr. Vichai Tunsiri (Thailand) and Miss Lourdes A. Arellano (Philippines) assisted the Secretariat in the substantive aspect of the meeting. There were also observers taking part.

The list of participants is at Annex III.

Inauguration

On behalf of Mr. Makaminan Makagiansar, Assistant Director-General for Co-ordination of Unesco Activities in Asia and the Pacific, Dr. Leonardo de la Cruz welcomed the participants, and explained briefly about APEID -- what it is, what it does and how it works.

He then said that the Technical Working Group Meeting was a modest but significant first step to explore co-operatively what are the common issues and concerns in the area of continuing education, for which innovative solutions can be sought. The problem of school drop-outs, especially at the primary level, continues to confront several countries in the region. It is therefore necessary to provide a second opportunity for education after a child has left formal schooling. Continuing education, therefore, becomes a substitute or an alternative to formal education, when learners want to learn something spontaneously.

The present meeting focused on a specific target group - that of early primary school leavers, so as to link it up with efforts in the area of universalization of primary education, another important programme area of APEID. These early school leavers should have access to non-formal education which are more flexible and adaptable to individuals' needs and conditions.

In some countries, he added, continuing education programmes are operated in isolation by several agencies, both governmental and non-governmental. Effort should be made to develop a comprehensive operational model, or models, in which various components are considered in a totality, and in which inter-departmental co-operative actions can be envisaged, including the role of the private sector. He stressed the importance of the learning materials and the use of mass media in continuing education.

Finally, he indicated Unesco's readiness to support follow-up actions at the national level to put into effect some of the suggestions that may be made by the meeting, so that concrete results can be obtained.

The complete text of the welcome address is at Annex II.

Chiang Mai Vice Governor's address

On 5 October, the participants were welcomed to the province of Chiang Mai by Mr. Ariya Uparamee, Vice Governor of Chiang Mai. After welcoming the participants, the Vice Governor gave background information on Chiang Mai, with focus on the educational programmes and services undertaken for the early primary school leavers in Chiang Mai by the National Primary Education Commission and the Department of Non-Formal Education, for example, mobile classrooms, hamlet classrooms, self-reliance schools where accommodation are provided to school children living far away from a school, Functional Literacy and Family Life Planning Project, Hill Areas Education Project. The Chiang Mai Provincial Non-Formal Education Centre also offers non-formal continuing education programmes through three modes: classroom instruction mode, self-directed study mode, and distance education mode. There are also vocational studies and interest groups. Dissemination of news and information is another service provided by the Centre.

Officers of the meeting

The meeting unanimously elected Mrs. Desideria R. Rex (Philippines) as Chairperson; Dr. Sanong Chinnanon (Thailand) as Vice-Chairperson; and Dr. (Mrs.) Savita Varma (India) as Rapporteur. The Secretary of the meeting was Miss Charatsri Vajrabhaya (Unesco).

Working methods of the meeting

The meeting held eight plenary sessions and one group session. For the latter, the participants divided themselves into three working groups to prepare operational models for continuing education, which were then discussed in a plenary session.

One morning was devoted to visits to field projects at two primary schools and a non-formal education centre as follows:

1. Rong Kee Lek School, where occupational skills training programmes are offered to primary school leavers;
2. Ban Pa Pai School, where participants met members of short-course vocational training offered for school leavers and adults in the community. These short courses are run with the co-operation of various development agencies for the benefit of the community;
3. Chiang Mai Provincial Non-Formal Education Centre, where a variety of activities are provided for out-of-school population. Continuing education, vocational training courses, information dissemination and non-formal education counselling centre are among the activities visited by the participants.

Chapter One

EXPERIENCES IN CONTINUING EDUCATION

In spite of the fact that several research studies have identified the causes of early primary school leavers, the rate of school drop-outs in several countries in the Asia and Pacific region is still on an increase. In countries where the drop-out seems not to be a major educational problem anymore, efforts are being made to provide continuing education for those who have completed compulsory primary schooling, but who may not have sufficient knowledge and skills to earn their living and be self-reliant.

Most countries are giving increased attention to the non-formal education programmes, in the belief that the non-formal mode is more flexible and therefore more suited to individuals' needs and conditions, hence likely to attract school leavers back to receive a "second chance" education.

The following are highlights of experiences of some countries in providing continuing education to school leavers:

Bangladesh

The programme of universal primary education is in its second phase of implementation, and is intended to cover at least 70 per cent of the total school going-age children, i.e., 6 + to 10+ age group by 1990 and retain them at the school till they complete the primary level. Although it has been possible to enrol 70 per cent of the children in the school, yet a considerable number of children drop out before completing the primary level. Statistics show that there was a considerable increase in the number of enrolment from 10,241,452 in 1986 to 10,842,507 in 1987. However, the average drop-out rate was 13.8 per cent. Most of the children drop out in grade I or II. The children leaving school at the initial stage of primary level do not achieve skills in literacy and numeracy.

It has not been possible to provide sufficient opportunities or educational facilities for the early primary school leavers. There are some non-governmental organizations who are running educational programmes in the area of non-formal education. The Danish International Development Agency is running the Unprivileged Children's Education Programme. BRAC (Bangladesh Rural

Advancement Committee), VERC (Village Education Resource Centre) are some of the main non-governmental organizations engaged in imparting education to the children. The increasing number of child labourers in the capital city of Dhaka has drawn the attention of the authorities, and they have taken an initiative in establishing schools for child labourers. The children who are working in different small industries and shops receive primary-level education there. It helps them to improve literacy skills as well as occupational skills. The working time of these institutions have been fixed considering the pattern and time of the job of learners. The scheme has proved very effective and helpful to the early primary school leavers.

China

Primary education in China has been receiving priority from the central and local governments. Since 1982, the process for universal primary education has been accelerated. In 1985 the "Compulsory Education Law of the People's Republic of China" was promulgated. At present 130 million children are in school. In 1987 the attendance rate of the school age children was 97.1 per cent. The retention rate was 97.2 per cent. It is expected that by 1990, except for a few remote rural and sparsely populated areas and poverty areas, the goal of universal primary education will be achieved.

In China there is a scheme of neighbourhood schools. In scattered living areas, schools and teaching units have been set up according to regions and pupils. Boarding schools are run in remote, less populated areas, with fewer pupils. For primary schools, neighbourhood teaching units and also classes for children of varied ages have been set up. Senior primary schools have also been set up. Citizens are given help to set up teaching units and private pre-school classes. They are also encouraged to send children of the pre-school age group to the schools so that the problem of looking after their younger brothers and sisters is solved.

More emphasis is being given on separate five-year and six-year systems with senior and junior grades. Besides full-time school which is directed by national unified teaching programme and plans, simplified schools are also run where education to develop skills in the Chinese language and numeracy is being imparted. Other forms, such as half-day system, every-other-day system, circuit teaching, morning, noon and afternoon teaching and home teaching are also put into practice.

In order to attract primary school leavers back to school, an early combination of literacy skills and technical education meet the needs of local production and life.

India

More recently the National Policy on Education adopted by the Indian Parliament in 1986 emphasized the need to ensure access to primary education for all children and equal opportunities for them at all stages. It also directs that the education of girls should receive special attention. The country has made significant progress since independence in the areas of continuing emphasis on providing the threshhold facilities and promoting enrolment and retention of the learners. Between 1950-1951 and 1984-1985 the number of primary schools have increased from approximately 210,000 to approximately 520,000. Similarly as regards enrolment, approximately 95 per cent of children in the age-group 6-11 and 50 per cent of those in the age-group 11-14 were enrolled in schools, the corresponding figure for girls being 77 per cent and 36 per cent respectively. But the high incidence of drop-out in the primary schools poses social and economic problems at the local, state and national levels. About 62 per cent children drop out at the primary level.

To enrol school drop-outs and out-of-school children, a programme of non-formal education has been implemented. It visualizes three types of instructional programme: The first is centred around the condensed version of the syllabus of the formal system to enable the children to go back to the main stream of the formal system at a later stage. The entire curriculum of primary education is based on graded units. The second is centred around home craft and childcare for girls, who may not join the formal system of education. The emphasis on functional courses would help them to cope with their life situation and make them aware of their responsibilities that they have to carry out in their life. The third is built around traditional occupations in which children are already engaged, e.g., carpet weaving, textile, carpentry, pottery.

Apart from these programmes, there are several other projects in the area of primary education. In one of the states a scheme "Earn while you learn" has been implemented with a view to providing educational opportunities to the children of the economically weaker sections of the society. The children are involved in activities like production of chalk sticks, sealing wax, school furniture. These products are consumed by the Education Department, and children are paid for their labour.

Another project is known as developmental activities in community education and participation, which is community based and is assisted by UNICEF and implemented by the National Council of Educational Research and Training (NCERT). It develops new types of activities to meet the educational needs of pre-school children of the age-group 6-14, young girls and women of the age-group 15-35 in the community. Another UNICEF-assisted project

entitled "Comprehensive Access to Primary Education" is being implemented by NCERT in collaboration with the States and Union territories. The project develops a flexible, problem-centred and work-based curricular and learning materials relevant to the needs and life situations of diverse groups of learners. The instructional materials, in modular form, are woven around the needs and the environment of the children. Local specific situations are exploited as learning situations. One more project entitled "Action Research Project on Universal Primary School" is being implemented for providing education to the learners. It develops a curriculum suited to the culture, environment and needs of the learners and the community, as well as low-cost but effective teaching-learning materials which would give scope for individual as well as group learning in an ungraded class.

Indonesia

In implementing the main policy of education of 1983, the President of the Republic of Indonesia has declared the movement of compulsory education in the country. This movement was as an effort to give educational opportunities to all school age children of 7-12 years. The total number of pupils in 1978/1979 was 19,074,819, which increased to 26,550,915 in 1985/1986. The drop-outs of primary school in 1985/1986 constituted 3.4 per cent of the total number of primary school pupils.

At present beside the Kejar Paket A programme, the Department of Education and Culture carries out four types of programmes:

1. IGLG or Employment-Oriented Training (EOT), which aims at those community members who have left school, who are jobless and poor people and who need assistance in increasing their income in order to improve their lives. The members of this group receive financial aid as loan from the income generating learning funds. They pay back the loan in two to three years.

2. Vocational courses. These courses are run by non-governmental agencies to provide basic, intermediate and higher vocational skills. These institutes conduct national examination in order to evaluate learning programmes which have been developed for 27 different skill areas, such as English, cosmetology, flower arrangement, accountancy, electronics. Curriculum development and staff training are also being carried out by the Government.

3. Apprenticeship programme. This programme caters for jobless and drop-out youths in large working centres such as repair shops, factories, horticulture. The bursaries are in the form of learning funds which are to be used by the trainees to develop their skills.

4. Youth training. This programme aims at helping unemployed youths who have left school. The Government organizes one-month vocational skill training which is required in the job market. If any participant wants to get engaged in some kind of employment, the Government provides facilities and loans from the bank. In 1987 the number of learners were only 8,458 because of financial problems which were faced by the Government.

The non-formal sector has proposed the policy and strategy of "the Kajar programme". This programme is a non-formal education one, which has been devised as a work-study programme implemented by a learning group with the purpose of catching up what is lacking. Learning materials known as Paket A which consist of 100 booklets are used. By going through the Kejar Paket A, the youths, especially the early primary school leavers or out-of-school children, will obtain knowledge and skills which enable them to set up small businesses. There are many other agencies also involved in the provision of continuing education for early primary school leavers, namely: Department of Education and Culture, Department of Interior, Department of Religion, Department of Social Affairs, Department of Industry, women organizations, educational institutions run by the community, etc.

Nepal

At present there are 12,469 primary schools in the country where 2,019,134 children of the relevant group are enrolled. The drop-out rate, however, is quite alarming. Most of the children drop out at the primary stage, whereas others stagnate. Out of nearly 83 per cent of the children going to school today, one-third do not belong to the stipulated age-group, and only one-fourth are able to complete the primary school cycle.

A programme known as "Education of girls and women in Nepal" has been implemented in the country with the financial assistance of UNICEF and Norway. The project aims at relevant teacher training, assisting the girls to complete high school education, developing alternative strategies, such as scholarship and other programmes to attract and retain more girls in school or out-of-school classes. A special provision has been made to train the girls through this programme. Girls from very remote areas are selected and provided with scholarships to continue their studies in a nearby secondary school up to grades 9-10, followed by a one-year teacher training programme and subsequently appointed to teach in their own locality.

Apart from this project, there are several other projects, one of which is known as Primary Education Project. It is financed by the World Bank, and is on a pilot basis, being implemented in six districts in the country. This programme aims at the improvement in teaching-learning situations through amelioration

of the physical environment, provision of textbooks and supplementary and teaching materials, intensive teacher training.

There is another project known as "The Seti Education Rural Development Project" supported by UNDP and UNICEF, and executed with the assistance of Unesco, which aims at improving existing education facilities and institutions, with special attention to quality improvement and reduction of primary school drop-out, expansion of primary education, supply of sufficient quantity of relevant reading materials, transferring primary schools into a learning environment with community support.

Other projects, for example, Chelibeti classes (designed to improve the self-perception and status of women), supplementary books programme, village reading centres, the Lahachok Project, Action Aid Nepal, have also been implemented to impart education. The Research Centre for Educational Innovation and Development (CERID) has completed a project called non-formal education and income generation for women and youths of a special group in a district in Nepal. This programme provides basic training in literacy, health, sanitation, nutrition, sewing, knitting, family planning, animal health.

The Labour Department Cottage and Rural Industry Department and the Technical Education Programme have also been assisting in providing skills training for the literates.

Pakistan

The Islamic Republic of Pakistan with a population of about 98 million has got a literacy rate of 26.2 per cent. The literacy figures range between 47.1 per cent in urban areas and 17.3 per cent in rural areas. Similarly, the disparity in male and female literacy rate is also quite phenomenal, i.e., 35.1 per cent and 16 per cent respectively. The extremely low level of participation at the primary stage has spill-over effects for participation at subsequent stages of education.

To provide continuing education to out-of-school children, there is a network of Nai Roshani Schools in rural as well as urban areas which give teaching after school hours so that children can complete primary education in two years. The Literacy and Mass Education Commission has been managing this programme in the country for the last two years. Integrated functional education programmes have been launched with the co-operation of UNICEF. The learners acquire professional skills as well as literacy and numeracy competencies. The results are quite encouraging. The Basic Education Society, a private organization, has played a tremendous role in the eradication of illiteracy through literacy centres and radio and T.V. programmes. Mohalla/mosque schools

and village workshops may also accommodate school leavers. Religious institutions are privately managed but adequately motivating the school leavers to acquire religious education and literacy skills on a part-time basis. Trade schools provide skills in different trades by awarding scholarships. As they provide allowance as well as functional learning, children get an incentive to come to these schools.

Allama Iqbal Open University is playing a great and tremendous role for the acceleration of non-formal education.

Philippines

The Philippines appears to be making some headway in coping with the problem of early primary school leavers, as studies and official statistical data seem to indicate. A nationwide survey of the public school system in 1960 revealed that out of 100 pupils who enrolled in grade 1 in the school year 1951-1952, only 39 reached grade 6. The statistical bulletin in the school year 1986-1987 indicated a survival rate of 64.05 per cent which means that out of 100 pupils that enrolled in the school year 1981-1982, 64 reached grade 6 in 1986. Statistical bulletins also showed a tapering off of the drop-out rates from 4.13 per cent in the school year 1978-1979 to 1.70 per cent in the school year 1986-1987.

Although the trend appears encouraging, the condition is far from satisfactory. The early primary school leavers generally lapse back into illiteracy and eventually join the mass of unskilled labour with a very limited earning capacity and contribution to national development.

The educational programmes that offer educational services to early primary school leavers may be grouped into three:

1. those that attempt to retrieve the drop-outs back to the formal school system;
2. those that enable them to stay in school and help them cope with problems that otherwise would force them to leave school; and
3. those that attempt to check further retrogression of whatever literacy skills are left and at the same time equip them with work skills that will raise their marketability or coping with the world of work so that they can become self-reliant.

For the first group, certain programmes have been implemented:

1. The Accreditation and Equivalency Programme retrieves school leavers by accrediting and validating their learning acquired outside the school through an accreditation and equivalency scheme. A drop-out takes the Philippine Educational Placement Text (PEPT),the results of which place him at an appropriate grade/level he qualifies for.

2. In compliance with a provision in the 1987 constitution and with the Republic Act, the free public secondary education policy is being implemented, which provides free tuition and other school fees. This policy has drawn almost half a million school leavers back to school, not only at the secondary level but also at the elementary level.

3. The Educational Service Contracting Scheme (ESCS) is an innovative approach whereby private schools are contracted by the government to provide education to elementary and secondary school students that cannot be accommodated in the public schools.

4. Another programme is known as "Operation Balik Paaranlan", a programme of the private sector specifically run by the Educational Research and Development Association. The programme aims at retrieving drop-outs.

5. Under the programme of "Establishing More Combination and Multigrade Classes", more schools have been established to cater for children of school age in small, remote and depressed villages.

For the second group, there are programmes such as "Self-Learning during Absence from Class (SLAC)", which aims at preventing potential drop-outs from leaving school. "Study and Balik Aral" keeps the potential leavers in school until they finish grade 6 and retrieves those who have left school for more than a month. "Intensive Reinforcement Study Programme (IRSP)" focuses on shortened school year and the use of self-learning modules and dedicated teachers who maximize the pupils' learning. It also emphasizes the fact that the school days are not disrupted unnecessarily, and it seeks parents' support to the child's schooling.

As regards the third group, there are non-formal education programmes undertaken by the school system throughout the country. Among this is the "Class for Street Children". Other programmes are undertaken to provide opportunities for the ethnic groups to live a better quality of life through alternative systems of schooling such as the mobile tent schools and "the Madaris" or Muslim parochial schools in Muslim communities that teach the Arabic language to the Muslim youth. There are also vocational

training programmes undertaken by government agencies beside education. The project "Practical Skills Development and Job Placement Programme" provides opportunities for learners to develop their potentials through skills training of short durations, or crash courses. "Livelihood and Welfare Programme/Rural Employment Development Programme" provides capital assistance to qualified out-of-school youths to engage in income generating projects employment.

Thailand

Compulsory education is of six years' duration. Now the Ministry of Education is trying to extend it to nine years. The drop-out rate in the country is about 2.5 per cent in the lowland areas, and higher in some other provinces.

A large number of activities in formal schooling are being carried out to prevent drop-outs, for example school lunch programme, free supply of instructional materials and loaning of bicycles to those children who live far away from school. There are also programmes on rural development, and vocational training in some primary schools. For non-formal education, a variety of programmes have been launched to provide basic education. More emphasis has been placed on functional literacy and curriculum planning. Aspects such as health, hygiene, agriculture have been included in the curriculum.

The National Literacy Campaign Project has been launched for those who did not complete grade 4 or who did not go to school at all. To carry out the programme, literacy teaching volunteers in the community are recruited to match the educational needs of learners.

The Functional Literacy Programme is designed to serve the illiterates and neo-literates. After having completed the National Literacy Campaign courses, the neo-literates are encouraged to attend the functional literacy programme to advance their literacy skills. The curriculum includes concepts and key words that correspond to the needs, interests and daily problems of the local villagers. Learners are formed into small learning groups, under the supervision of local teachers or non-formal education walking teachers. The curriculum generally takes six months.

The distance education programme is meant for learners who want to pursue their continuing education. The radio correspondence programme is extended to a large number of learners living in scattered areas. The hill area education programme provides education in community centres built by the people of the village where children and adults go for learning. Tests and certification service are provided at the primary, lower secondary and senior secondary stages. Audio-visual media are also used for imparting education.

The Village Reading Centres (or Village Learning Centres) are established by the villagers themselves. As a way of preventing relapse into illiteracy, people can come and read different kinds of printed materials supplied by the Department of Non-Formal Education, and through book donation campaigns.

Chapter Two

LEARNING NEEDS OF EARLY PRIMARY SCHOOL LEAVERS

The following learning needs of early primary school leavers were identified by the meeting:

1. Literacy, communication and post-literacy skills.

The findings in literacy retention studies reveal that early primary school leavers generally lapse back to illiteracy. The development of literacy skills therefore appears to be the first priority need in several countries. Generally speaking, these skills are those related to mastering the national language which is a second language to a great number of the early primary school leavers in many of the countries in the Asia and Pacific region; hence the need to develop the communication skills - listening and speaking in the national language preparatory to reading and writing. Higher-level reading and writing skills that will help the individual continue to learn by himself would follow such basic skills as reading and writing one's name and address, letters, simple paragraph, and filling out forms.

2. Numeracy or arithmetic skills.

3. Occupational, technical and/or entrepreneurial skills.

Equipping early primary school leavers with basic knowledge and skills related to their work needs such as housekeeping, infant and child care, sewing and embroidery, handicrafts, elementary agriculture and carpentry and such others that would enhance their opportunities to earn a living and become self-reliant was likewise considered a primary need.

4. Values development, especially moral and spiritual values.

This refers to the development of values that will make an individual morally upright, and with a strong faith in his/her religion and fellowmen as well.

5. Citizenship training.

This refers to the development of awareness and understanding of and commitment to the duties and responsibilities as a citizen.

6. Development of thinking skills.

Examples of these are skills in understanding and following directions and instructions correctly, ability to discriminate between fact and propaganda, ability to arrive at sound judgement and decisions.

7. Development of self-confidence and self-worth.

Through guidance and counselling, a drop-out must be helped to realize that he has the capability to succeed in life by becoming a self-reliant, responsible and productive citizen.

8. Primary health care, hygiene and sanitation.

Basic knowledge and skills in taking care of one's health and in practising cleanliness, hygiene and sanitation must be developed among early primary school leavers.

Areas of action to meet the learning needs of drop-outs

To meet the foregoing needs, some areas of action that have been recommended are:

1. Preparation of instructional materials.

Interesting and appropriate instructional materials should be prepared to meet the above-mentioned learning needs.

2. Provision for work education, occupational training and engaging in small-scale industries.

Inter-departmental co-operation and assistance of other development agencies must be obtained. The private sector should also be urged to help in certain areas such as apprenticeship training.

3. Community participation, support and involvement.

Manpower and financial resources of organizations, both governmental and non-governmental, as well as the community, should be tapped.

4. Review and subsequent modification of educational policies and practices.

Some educational policies and practices should be reviewed and modified to encourage children particularly from economically deprived families and remote areas to avail themselves of educational opportunities.

5. Utilization of media.

The media, especially broadcast media, should be tapped to assist in continuing education programmes for early primary school leavers.

6. Reorientation of teachers and orientation of volunteer teachers.

Teachers in the service as well as volunteer teachers need to be oriented to be deeply committed to the task of helping children learn, particularly the slow learners who generally come from poor families.

7. Guidance and counselling services.

Availability of guidance and counselling services will go a long way in keeping children in school and availing themselves of education - the key to a better quality of life.

Chapter Three

SUGGESTED OPERATIONAL MODELS FOR CONTINUING EDUCATION

A relevant operational model will have to answer to the learning needs of the target groups as defined in Chapter Two. It will have to be cost-effective, as well as politically acceptable in the countries where the problems exist. All these requirements inevitably lead to the consideration of various modes of delivery systems or teaching strategies, as well as different models of education.

The target groups under consideration are those early primary school leavers of the age-group 6 to 14, and probably beyond 14 as well. These groups can be found mostly in the rural areas, although some exist in the urbanized areas. They are likely to be scattered over remote rural villages, but they can also be found in large number in certain culturally deprived areas, or among ethnic minority groups. The causes of these drop-outs are numerous, ranging from the internal causes such as inadequate school facilities, poorly trained teachers, lack of readiness preparation for pre-school children, to the external causes such as the child's socio-cultural background, geographical distance, and the difficult terrain. All these factors, internal and external, act upon the child, upon enrolment and upon drop-out.

The learning needs as described in Chapter Two may be summarized as those related to:

1. literacy, communication and post-literacy skills;
2. numeracy or arithmetic skills;
3. occupational, technical and/or entrepreneurial skills;
4. values development, especially moral and spiritual values;
5. citizenship training;
6. development of thinking skills;
7. development of self-confidence and self-worth; and
8. primary health care, hygiene and sanitation.

Here it should be further emphasized that the priority may vary, depending on the characteristics of the groups, as well as the geographical locations.

Based on some of the needs identified above, the operational models will have to be specifically designed for different situations. In considering these operational models, a certain conceptual framework has been introduced (see Appendix A), in which different teaching strategies have been compared and contrasted: the formal schooling vs. the non-formal schooling systems, the non-distance learning and the distance learning systems. Also to be considered are the different models of education. These are the institution-centred model, the society-centred model, and the person-centred model.

By the institution-centred model is meant the learning system in which courses of study are fixed by the institutions, and the learners enrol themselves in order to "receive, store, process and retrieve the information" that is provided by the institution. Learners may choose particular courses from a range of offerings, but they cannot develop or shape their own courses.

By the society-centred model is meant the learning system in which the community would be the centre of operation, assess their own needs, and select their own target groups. Learners may be divided into groups, engaged in the process of problem-solving. The role of the Department of Education concerned would rather be that of a facilitator, co-ordinator, and supplier of educational resources.

By the person-centred model is meant the learning system in which the learner is an "independent" consumer of the products of the system. Learners have the freedom to develop their own courses, and negotiate with the institution for a learning contract. Programmes would be more personalized and the emphasis would be on personal tuition. These three models imply different philosophical approaches to education. Each model is appropriate to different groups of people. None is without its own limitations. But the adaptation of some suitable elements of these three models for preparing operational models by the meeting may be possible and desirable.

Based on these three categories of the models, and the pedagogical approaches, and also the dichotomy between the distance and the non-distance learning systems, a matrix may be designed which yields nine theoretical models of operations as follows:

Model of education / Modes of delivery	Institution-centred model	Society-centred model	Person-centred model
Non-distance Learning System	- Conventional classroom learning-oral face-to-face		- Personalized tuition
Mixed Mode	- Radio/ Correspondence Course (in Thailand)	- DELSILIFE approach - IMPACT approach	
Distance Learning System	- Open university, with self-instructional media, with or without Radio/ T.V. broadcast		- Public library; - Resource Centre, with learning packages, open to all; - Educational Radio/ T.V. programme for all group of interests.

Thus on a theoretical ground, there may be nine possible models. But in actual fact, there is no single-type model. Many operational models may be of a mixed type. The examples given in some of the boxes help illustrate the points. In the institution-centred, non-distance learning system, the typical example would be the conventional classroom in the formal schooling system. The Open University would be a typical example of the institution-centred, distance learning system. For the society-centred model, the DELSILIFE approach being implemented in the Philippines, Indonesia and Thailand may be cited as an example. The approach is community-based wherein the community assesses its own learning needs through group participation. External resource persons and teaching-learning materials would be introduced upon request only at a later stage. Since the teaching media can be of a mixed type, with the oral face-to-face style of teaching and the self-learning modules, DELSILIFE project should be placed in the middle cell.

Other models which may also be considered are the Impact Project, the Community-Based Basic Learning Package (CB-BLP), and the Reduced Instructional Time (RIT). These operational models have been initiated by INNOTECH, and proved very successful in

the experimental projects in the SEAMEO member countries. Their modes of operations do not fit neatly in any cell of the matrix, but may be regarded as eclectic in approaches and delivery systems. The IMPACT approach, with its community learning centre, the self-learning modules, and the tutorial system, may be regarded as the mixed type with all the three elements of the models, and with the mixed modes of delivery system. The Community Based Basic Learning Package (CB-BLP) may also be regarded as the mixed type, but tending towards the distance learning system. The RIT, since being introduced in the formal schooling system, may be regarded as the institution-centred, with mixed mode of delivery system.

In this publication, altogether four operational models are proposed:

1. the distance education and community-based instruction model (a prototype model);
2. continuing education model for early primary school leavers (a general type);
3. the community-centred model; and
4. the distance study model.

Model I. Distance education and community-based instruction model for continuing education for early primary school leavers - a prototype model.

A. <u>The common characteristics of early primary school leavers</u>

1. they are scattered in rural areas and congested slum communities;
2. minority groups;
3. illiterate or semi-literate with rather limited reading and writing skills;
4. engaged in household work, part-time or full-time employment;
5. their ages range from 6-14 and youths over 14 years of age;
6. some are slow learners with negative previous experience in formal schooling (conventional classroom situation);
7. economically and educationally disadvantaged groups;
8. physically handicapped;
9. early married youths;
10. young girls of parents with traditional belief that girls do not have to go to school.

B. Learning needs of early primary school leavers

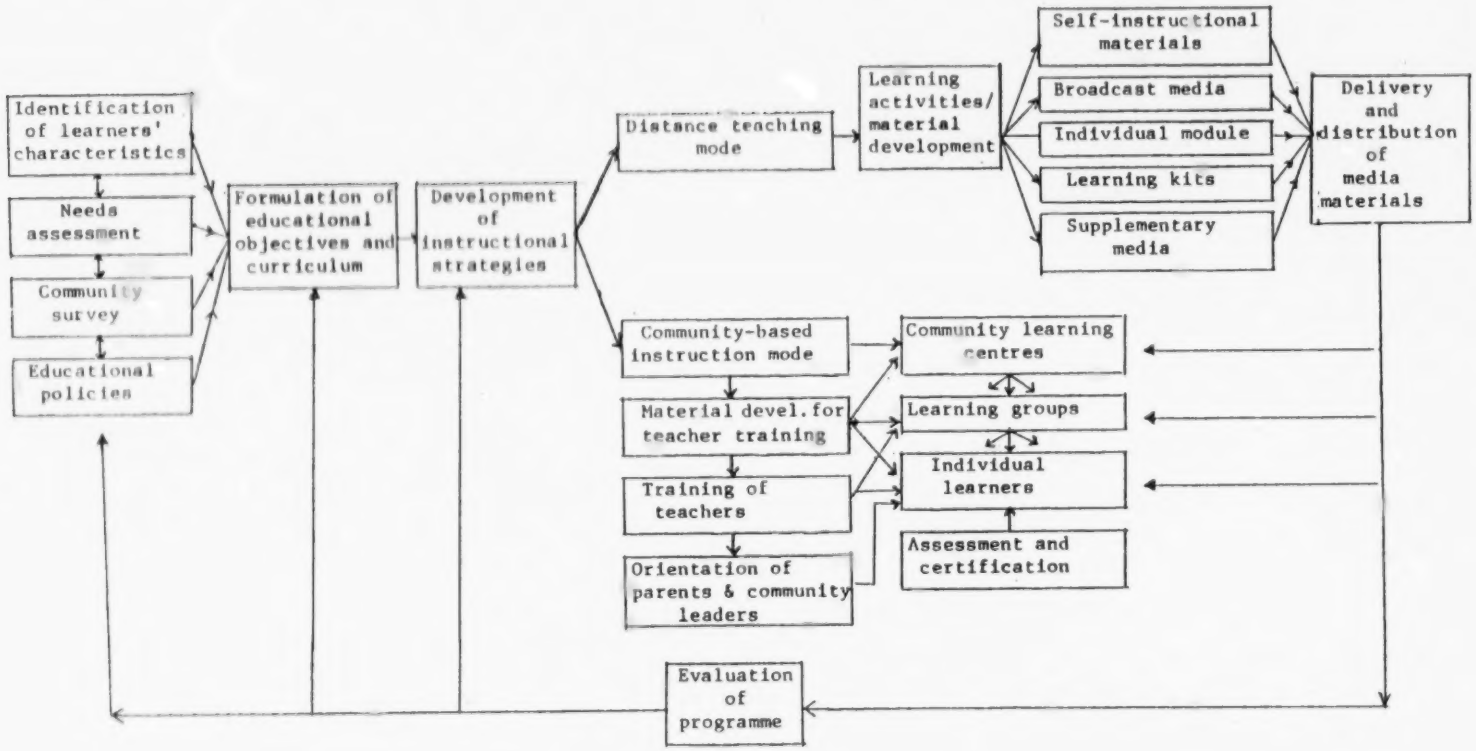
1. literacy, communication and post-literacy skills;
2. numeracy or arithmetic skills;
3. occupational, technical and/or ewntrepreneurial skills;
4. values development, especially moral and spiritual values;
5. citizenship training;
6. development of thinking skills;
7. development of self-confidence and self-worth;
8. primary health care, hygiene and sanitation.

C. Mode of delivery

This model is designed to incorporate the components of distance education, community-based instruction as well as individual learning. Due to several limitations in learning of the early primary school leavers, an eclectic model is needed to provide a more flexible and practical strategy for the clientele. Distance education can provide lessons directly to the scattered learners who can study in their free time at home by means of individual learning, as well as peer and group learning. A multimedia approach is used in distance education to convey complete messages and lessons to the learners. Broadcasting media are included in the model due to the extensive information and various skills indicated in the specified needs of the learners and their limited ability in reading. The media can be organized in different forms for the community learning centres, the learning groups and the individual learner.

The community-based instructional mode will encourage participation of parents and community leaders to influence the early primary school leavers to attend the remedial programmes provided for them. Group learning should be encouraged at the community level to consolidate the individual learning from various self-instructional materials.

Structure and process of Model I: Distance education and community-based instruction model



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Model II. Continuing education model for early primary school leavers (CEMESL)

A. Target group

1. age group 6-14 years;
2. early primary school leavers who dropped out at mid-stream;
3. rural and urban poor;
4. parents are either neo-literates or illiterates.

B. Learning needs

1. literacy, communication and post-literacy skills;
2. numeracy or arithmetic skills;
3. occupational, technical and/or entrepreneurial skills;
4. values development, especially moral and spiritual values;
5. citizenship training;
6. development of thinking skills;
7. development of self-confidence and self-worth;
8. primary health care, hygiene and sanitation.

C. Objectives

1. to develop basic occupational skills relevant to their needs;
2. to develop basic literacy, numeracy and thinking skills;
3. to develop the learners to become morally upright, self-reliant and productive responsible citizens.

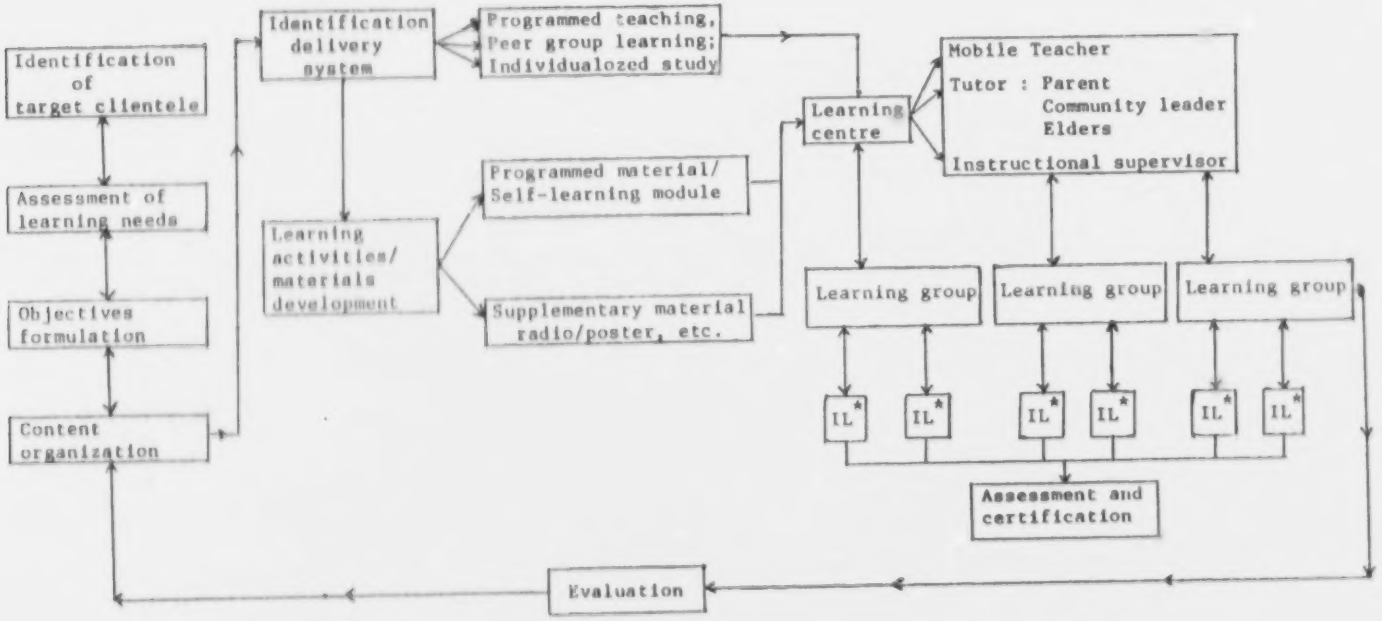
D. Content

The objectives provide the selection of content areas. These should be congruent to the practised needs and problems of the school leavers.

E. Delivery system

1. programmed teaching;
2. peer group learning;
3. individualized study.

Structure and process of Model II: Continuing education model for early school leavers (CEMESL)



* Individual learner

An inter-agency programme with the Department of Education as lead agency

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F. Materials development

Programmed/self-learning modules are developed by instructional materials writers. Supplementary/support materials are developed by specially trained writers.

G. Evaluation

Evaluation instruments will be developed to assess impact of the programme, and behavioural change among the target clientele.

Model III. The community-centred model

A. Target groups and their characteristics

1. primary school leavers (of the age group 6-14);
2. scattered and belonging to minority groups;
3. those of the economically weaker section of the community or society;
4. physically handicapped;
5. having social problems like early marriages, early betrothal, or suffering from social taboos;
6. engaged in household work in the family or outside;
7. slow learners/repeaters due to defective curriculum, poor teaching and learning situations, etc.

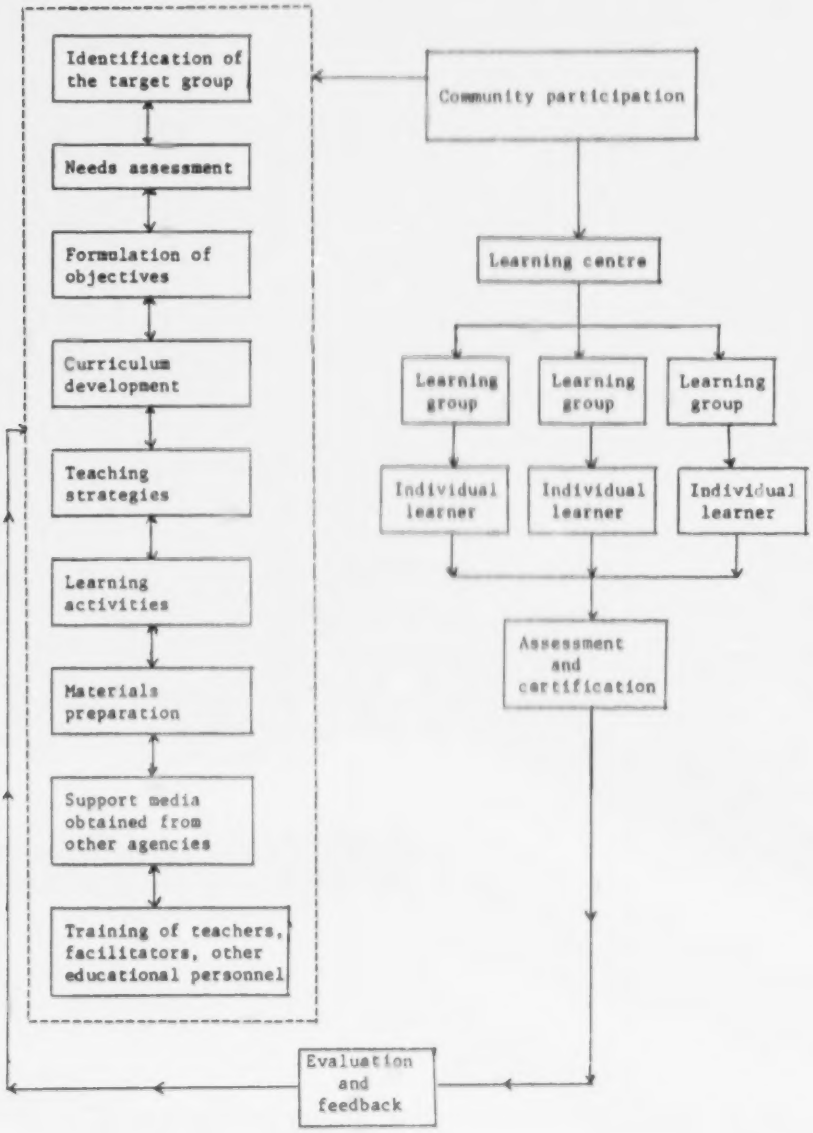
B. Needs

The programme should be designed according to the needs and characteristics of the learning group as well as socio-economic, geographical and political situations. It includes the selection of learning situations, themes of instructional materials/models.

The identified needs are as follows:

1. literacy, communication and post-literacy skills;
2. numeracy or arithmetic skills;
3. occupational, technical and/or entrepreneurial skills;
4. values development,especially moral and spiritual values;
5. citizenship training;
6. development of thinking skills;
7. development of self-confidence and self-worth;

Structure and process of Model III: Community-centred model



8. primary health care, hygiene and sanitation.

C. Objectives

1. to develop necessary levels of literacy, numeracy and functional skills related to environmental needs;
2. to bring quality improvement in the life of children who are deprived of formal education;
3. to provide the scope for verticle mobility at multiple points for those who wish to go back to the formal school system;
4. to develop occupational skills relevant to their needs and life situations.

D. Content

The objectives provide the selection of a flexible, problem-centred and work-based curricula and learning material. These should be congruent with the needs and life situations of the diverse groups of learners.

E. Delivery system

1. peer group learning;
2. individual learning;

F. Material development

Self-contained and self-learning modules are developed through natural integration of different subject areas by teachers and specially trained writers.

G. Evaluation

Evaluation instrument will be developed to assess the impact of the programme and levels and achievement in terms of behavioural change among the target group.

Model IV. The distance study model

A. Target group

The characteristics of the target group differ among the member countries participating in the meeting; but there are some common ones:

1. The minority groups are scattered in villages and mountainous areas.

2. Parents need children's labour at home, especially in rural areas;

3. The use of different languages in a country hinders the ability to learn on the part of the learners. The problem is further aggravated by unqualified teachers and inadequate supervision, resulting in a high rate of drop-outs.

B. Learning needs

This model serves to cater for the learning needs as identified by the meeting. These are:

1. literacy, communication and post-literacy skills;
2. numeracy or arithmetic skills;
3. occupational, technical and/or entrepreneurial skills;
4. values development,especially moral and spiritual values;
5. citizenship training;
6. development of thinking skills;
7. development of self-confidence and self-worth;
8. primary health care, hygiene and sanitation.

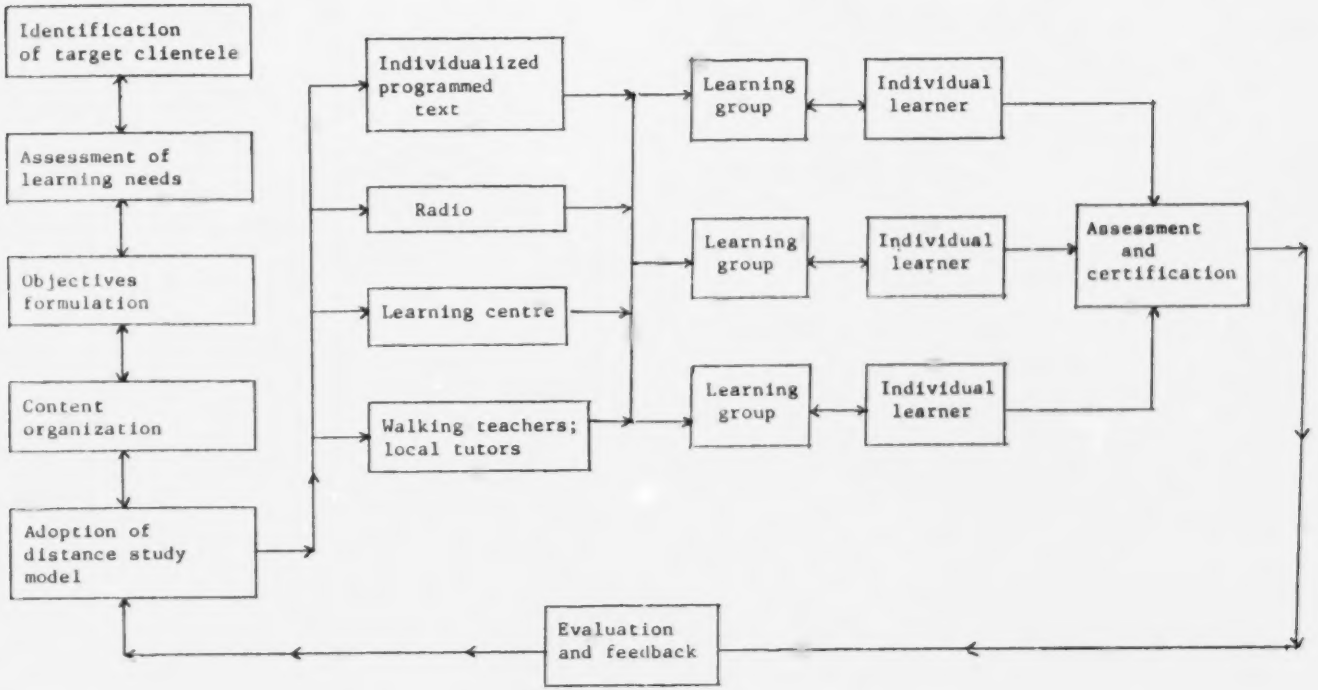
C. Operational model

The distance study model is generally applicable to all countries except those where radio broadcasting network is still limited, and where transister radio sets are not readily available to all citizens, making it necessary to depend on electricity which is costly.

D. Mode of delivery

Printed materials, posters, charts and individualized programmed texts are generally possible for mass production in all the countries represented. Learning centres can be set up by most of the countries. In only a few cases, the institution-centred model is more applicable than the society-centred or person-centred models.

Structure and process of Model IV: Distance study model (institution-centred approach)



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Chapter Four

GUIDELINES FOR THE PREPARATION OF INSTRUCTIONAL MATERIALS FOR EARLY PRIMARY SCHOOL LEAVERS

Very few people will continue to do things without personal gain in some form or another. To design a system that will combine earning with learning and training to make the early primary school leavers financially independent is a complex skill.

Guidelines, therefore, are to be drawn up to bring into harmony a learning objective, a way to teach it and a way to evaluate the outcomes.

The following guidelines were formulated to equip the instructional material designer/writer to develop/adapt materials for instruction that will meet the needs, interests, problems and aspirations of the early primary school leavers:

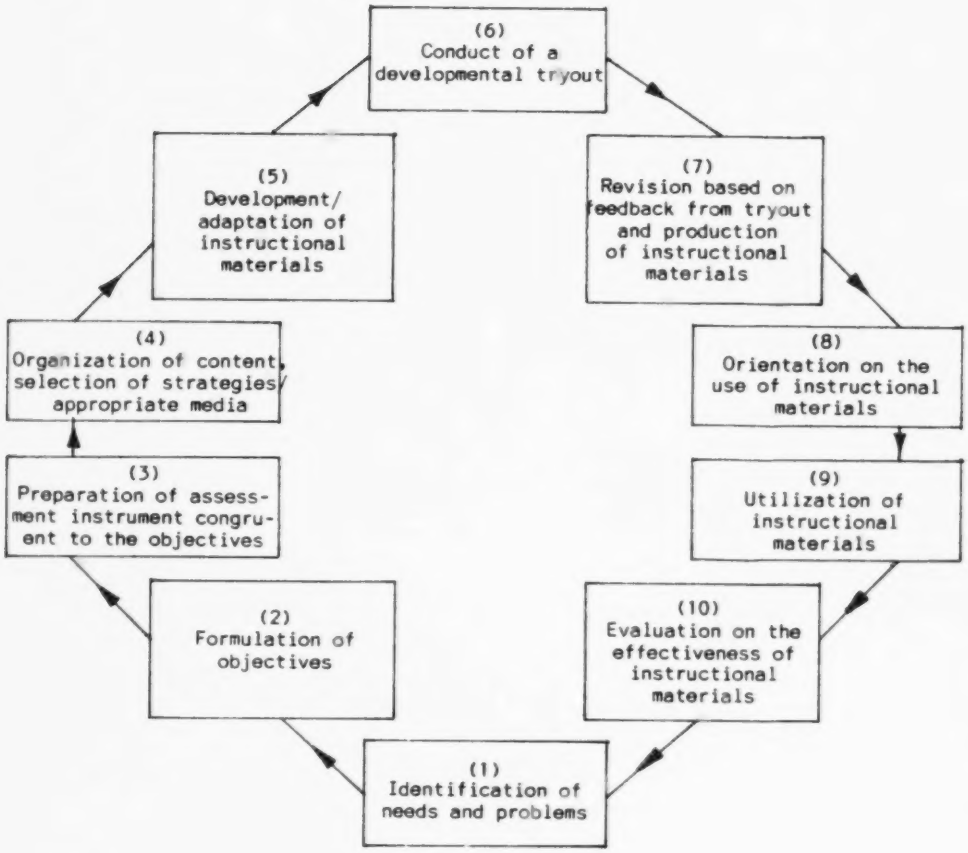
1. Instructional materials should be adapted to the needs of the learners, like language competencies in speaking, reading and writing, and such occupational skills in agriculture, technical and vocational skills and problems related to their immediate environment.
2. Experts from various fields, e.g., agriculture, science, health and nutrition, should be consulted/involved in various stages of instructional materials development.
3. Instructional materials should reflect the complementarity between the formal and non-formal education curriculum.
4. Evaluation measures, especially for self-learning materials, should be built-in; however, for other media, an assessment instrument should accompany the material.
5. Instructional materials should be developed locally to meet the needs/problems and interests of a particular group of clientele.
6. Instructional materials should include instructions on its utilization to serve as guides to whoever will conduct or facilitate the training, whether they be the community experts, the parateachers, trained teachers, etc.

7. The objectives set for the development of instructional materials should be specific, measurable, attainable and time-bound.

8. Instructional materials should provide activities that will reflect such behavioural changes in the learner that is cognitive, attitudinal and psychomotor in nature.

It can be said therefore that a good instructional material is the product of a writer with a good measure of creativity, a profound understanding of the teaching-learning process,adequate imaginativeness, knowledge of the subject content, ability to put across meanings with great effectiveness, skill in evaluating the results of teaching, and familiarity with available educational resources. Instructional materials development is a continuous and repetitive cycle of steps or procedures. Each step should be followed because each one affects the next. A schematic presentation of the process is given on the following page.

Schematic presentation of the process of instructional materials development



Step I. Identification of needs and problems

The designer of instructional materials should be aware of the needs/problems and characteristics of the target clientele.

For example: If the designer is developing instructional materials for street children, then it is important that he knows the characteristics of this group, the nature of their work, their home environment, and their reasons for leaving school.

If the materials are for children working in agricultural farms and garments factory and children who serve as household helps, then he must identify their problems with their employers and their working environment.

The data gathered are analysed to identify the priority needs and problems; the socio-cultural background and the economic status of the target audience. These will provide inputs to the instructional materials that would be developed.

Step II. Formulation of objectives

The results of the needs assessment will determine the expected behavioural change in knowledge, skills and attitude of the target clientele. Generally speaking, the objectives are based on the needs, interests, problems, resources and aspirations of the target clientele and the community.

Step III. Preparation of assessment instruments

Assessment instruments reflect the objectives and should be designed to measure the accomplishment of these. The test instrument provides a target for writing the teaching material which will lead the learners to the objective. It measures the accomplishment of the objective so that it must reflect it.

For example:

Objective: Identify the changes on the effects of force on the body

The test item should read: What happens to a rolling ball if you put your hand in front?

1. It stops moving.
2. Its motion becomes faster.
3. Its motion becomes slower.
4. It changes direction.

Another example is:

Objective: Prepare a herbal concoction for the cure of diarrhoea

The objective may be measured through observation. The facilitator should prepare leaves, barks and other herbs which have been tested to cure diarrhoea. She then says:

Here are some herbs that have been proven to cure diarrhoea.

1. How many guava leaves do you need to prepare the concoction?
2. How many glasses of water will you need?
3. How long will you boil the water?

Observation made by the facilitator will prove that the learner has achieved the objective.

Step IV. Organization of content, selection of strategies/appropriate media

The objectives provide the selection of the content areas. Programme contents are selected and logically arranged. These should always be congruent to the prioritized needs and problems of the primary school leavers. Content may be expressed in topics or specific messages. The following topics may interest the primary school leavers: family life; economics and income; health and nutrition; citizenship training; values development. Specific messages may be created/identified to fit the programme objectives set.

The medium for an instructional material is dependent on the delivery system. For individualized learning, a self-learning module may be most appropriate. A taped programme aired on a particular day on a definite time schedule by a broadcast station can be a medium for peer teaching, or learning with the guidance of an expert or tutor. In such cases guidance is provided to achieve the objective. A slogan is most appropriate for group learning and interaction. Adults may probably join in the discussion.

Step V. Development/adaptation of instructional materials

Various agencies have developed and produced a variety of materials to suit the needs of a particular group of clientele. Samples of these materials may be collected and analysed. If they cater to the needs of the target audience it would be easier or more cost-effective to use them than to develop new materials. However, if the mode by which they were developed do not meet

the needs, interest and level of achievement/competencies of the particular client, then the writer may either adopt or develop new materials.

It will help the writer to develop a worksheet for a particular instructional material he/she is designing. This format of worksheet is suggested. A worksheet writing brief will guide the developer in designing the instructional materials.

Entry behaviour	Objectives	Assessment instrument	Teaching points
	Read simple sentences.	1. Read the sentence: A friend in need is a friend indeed.	Sentence recognition:
	Interpret simple messages.	2. What is the message? a. A real friend comes when you're happy. b. A real friend stays with you always. c. A real friend is ready to help you always.	Interpreting a simple message
En route behaviour	Give the main idea of a paragraph read.	Read the following paragraph and give the main idea: The big river was flooded. Savita's father was stranded on the other side of the river. The flood did not subside for days. Savita was left to take care of her younger brothers and sisters. She took care of the farm animals, too. What is the paragraph about?	Getting the main idea of a paragraph

Terminal behaviour	:Discuss :the message :of the :paragraph :read.	Read the paragraph about Savita again. 1. Which of the following is the message? a. One should always be ready to cope with emergencies. b. Learn to be independent. c. Be responsible. 2. Explain your choice.	Explaining the message of a paragraph

Step VI. Conducting a developmental tryout

Pretesting or trying out the instructional material is essential to determine its potential effectiveness. It may be tried out to a representative sampling of the target clientele. An evaluation instrument for the tryout is prepared. It would be advisable for the writer of the material to conduct the developmental tryout. By observing the reaction of the learner, he will be able to pinpoint the weakness of the material and can be one of the bases for revision.

Step VII. Revision based on the feedback from the tryout and mass production of the instructional material

Tryout results are analysed and interpreted to be able to identify the components or parts of the materials that need to be revised or dropped entirely in order to improve them.

In-house evaluation of the revised material should be conducted before the production of the material. Such will further improve it.

Specification for the printing of the material should be prepared. Such will minimize the delay in the production of the material.

Step VIII. Orientation on the use of the instructional material

A facilitator/teacher's guide or manual on how the instructional material should be used is either provided in a separate booklet or built-in in the material. However, an orientation on how the instructional material will be used should be conducted.

The interaction between the writer(s) and the facilitator(s) will clarify expected outcomes, thus ensuring the mastery of the competencies expected of the learners.

Step IX. Utilization of the instructional materials

The learners are advised to go to the learning centre or the village multipurpose hall to get the materials. The facilitator/teacher conducts a briefing on the schedule for group interaction; the time allotted for the study of the material; and the proper handling of the materials. This activity establishes rapport between facilitator and learner and therefore may minimize drop-outs of learners.

Step X. Evaluation of the effectiveness of the materials

The hidden objective for the development of instructional materials for primary school leavers is their socio-economic development, thus the improvement of the quality of their life. Indicators or evidences of the behavioural changes must be observable as a result of the teaching-learning process which is therefore the test of the effectiveness of the instructional material.

Continuous feedback on the use of these materials and on the changing needs and conditions of the target clientele should be gathered. This feedback should determine the need for the periodic revisions of the materials or the eventual phasing out and the replacement of new ones.

Chapter Five

RECOMMENDATIONS FOR NATIONAL AND REGIONAL ACTIONS

In order to put into effect some of the ideas conceived and materials developed co-operatively by the APEID Technical Working Group Meeting, the following recommendations were made for follow-up actions at the national and regional levels:

Proposed actions at the national level

The meeting proposed that the national authorities concerned should:

1. develop an awareness of the importance of continuing education for early primary school leavers, and information dissemination on the availability of continuing education programmes;
2. conduct a national survey to identify early primary school leavers and their specific needs and demographic distribution;
3. undertake national follow-up activities for experimenting the practicability and adaptability of the operational models and guidelines for the preparation of instructional materials as developed by the Technical Working Group Meeting;
4. promote co-operation and co-ordination between the formal and non-formal education agencies in an effort to solve the problem of drop-outs;
5. promote co-operation among governmental and non-governmental agencies, possibly in the form of a working committee to formulate a curriculum and prepare instructional materials for early primary school leavers;
6. prepare proposals for seeking technical and/or funding assistance from donor countries and/or international agencies, such as Unesco and UNICEF;
7. set up a government structure in charge of continuing education programmes for early primary school leavers, in countries where no such structure exists.

Proposed actions at the regional level

The meeting proposed that Unesco should:

1. organize follow-up activities to share experiences in (i) the implementation and results of the operational models; and (ii) the use of instructional materials developed along the guidelines proposed by the Technical Working Group Meeting;

2. assist countries in seeking assistance from external sources in the implementation of national surveys and other projects in continuing education for early primary school leavers;

3. provide technical support in terms of exchange of experiences and information on continuing education and on-the-job training of continuing education personnel;

4. develop a joint regional innovative project in continuing education for early primary school leavers.

Appendix A

A CONCEPTUAL FRAMEWORK AND PROPOSED OPERATIONAL MODELS FOR EARLY PRIMARY SCHOOL LEAVERS IN ASIA AND THE PACIFIC

by Vichai Tunsiri

One of the major obstacles to the attainment of universal primary education in countries of the Asia and Pacific region is the problem of drop-outs. Although many measures have been attempted to reduce the number of drop-outs, the problem is still serious. In Nepal, it is reported, about 40 per cent of children in grade I drop out. In India, it is estimated that, of 100 pupils who enrol in class I, about 45 tend to drop out by class 5. In Pakistan, the drop-out rate is estimated at 48 per cent.* In other countries, although the rate is lower, most share a similar concern. The reason for such concern lies in the fact that these drop-outs, the early primary school leavers, tend to relapse into illiteracy after a few years out-of-school. Since the number accumulates annually, the net increase of the illiterate people tends to increase, with the negative effect on the literacy campaign. Thus, if we are really serious about universal primary education and the literacy campaign, we have to design ways and means to cope with the problem of drop-outs.

But first of all, let us recapitulate the root causes of the drop-out. As pointed out in Ellen Sattar in "Drop-out in primary education: a regional overview", the factors responsible for drop-out are both internal as well as external. The internal factors are, for example, inadequate facilities, poorly trained teachers, lack of adequate readiness preparation for pre-school children. The external factors are those within the child's socio-cultural milieu. Of these, the economic and social condition of the family is the single most crucial variable affecting drop-out. Another factor affecting drop-out is geographical distance. Remote villages in mountainous areas experience higher drop-out rates. All the above factors, internal and external, act upon the child, upon enrolment and upon drop-out.

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* *Coping with drop-out: a handbook*, Unesco, Bangkok, 1987. p.

Various measures have been designed to prevent drop-out. One is the establishment of pre-primary school in deprived rural areas, such as in Thailand, Viet Nam and China. In some countries, automatic or semi-automatic promotion is introduced with a view to reducing the sense of failure among slow learners, thus giving incentive for improved performance. Improvement of teaching methods and materials is another basic step taken by most countries. The Unesco Joint Innovative Project with participation from many Asian countries such as Nepal, Sri Lanka, Malaysia, Philippines, and Thailand, puts emphasis on a number of variables such as involvement of parents in school activities, better supervision and management, in-service training, as well as material preparation by teachers themselves, and child readiness preparation. These measures, as can bew seen, aim at remedying the internal causes of repetition and drop-out. However, for those who already left school, the task of re-education becomes gigantic. Many programmes and projects have been launched in many countries in the region to cope with the problem. The Functional Literacy Programme in Thailand is one such example. The Pamong Project in Indonesia and the Impact Project in the Philippines are others. Many strategies have been designed and implemented, ranging from evening class teaching to self-instructional learning system such as the Kejar Paket A in Indonesia. Hordes of projects and measures have been designed and implemented. It is time to take stock and review them. For this, a conceptual framework is needed, as well as operational models.

By a conceptual framework, we mean a framework of concepts, from which the operational models or projects and programmes are designed. Such a framework should be general in scope and idea. It should include the nature of the target group, the contents of teaching, the philosophical approach, and the delivery systems. The operational models will usually be based on the conceptual framework.

The target group. Undoubtedly, the early primary school leavers are our target group. These people are probably more than 14 years old. They are young, male and female, living mostly in the rural areas. They are poor, with little motivation for further study. The question posed is what should be the explicit and implicit learning needs of this group.

The learning needs. C.P. Epskamp, in reviewing the project DELSILIFE, talks about two categories of skills. One category is called the basic life skills. These include (a) literacy and language skills; (b) numeracy and its application; (c) the entire problem-solving process; (d) coping with risks and uncertainties; (e) social skills in negotiations; (f) communication techniques; (g) learning to operate on a new general technical level. Another category of skills is called the instrumental skills. These are specific skills such as planting, harvesting, irrigation, animal

husbandry, cooking, motor mechanics, health practices and child care. The functional literacy programmes, or any programme for our target group, should include both the basic life skills as well as the instrumental skills. The integration of the two categories of skills should be the basis for the curriculum content for this group.

Content. Based on the learning needs of the target group, the curriculum content should focus on both the basic life skills and the instrument skills. How these should be combined, arranged or structured depends on the specific nature of the target group. Bordia gives an example of the four stages of learning objectives, for four different target groups: (a) semi-literacy with the duration of 150-200 hours, equivalent to primary classes I or II; (b) partial literacy with the duration of 300-350 hours, equivalent to classes III and IV; (c) elementary literacy, with the duration of 500-550 hours, (or about two years), equivalent to classes V and VI; and (d) functional literacy, with the duration of more than two years, equivalent to classes VII and VIII. This classification may serve as the guideline for moduling our learning needs and content.

Delivery systems. There are many ways of conceptualizing the delivery systems. Normally one can talk about the formal and non-formal modes of instruction. Similarly one may talk about the oral, face-to-face teaching strategy, vis-a-vis the distant learning system. Yet another way of looking at the matter could be based on the modeling concept proposed by Bertrand. The framework developed by Bertrand divides educational models into three borad categories: institution-centred models, society-centred models, and person-centred models. The main feature of the institution-centred model is the treatment of learning as the processing, storage, and retrieval of information. The society-centred model is based on social action and social interaction approaches, where the main role of educational activity is to bring about changes in society, in social structures and institutions. The person-centred model, based on the humanistic perspective, puts the main emphasis on individual growth, on the personal significance of learning experiences, and on the motivation of the learner. Carl Roger's (1969) model for non-directive teaching represents the best known application in this area.*

In the institution-centred model, learners are, so to speak, "incorporated" into the institution to receive, store, process and retrieve the information that is provided. Learners may choose particular courses from a range of offerings, but cannot develop

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* Greville Rumble. *The planning and management of distance education*, p. 24-25.

or shape their own courses. another notable feature of this model is the emphasis on scheduling (fixed examination times, assignment cut-off dates, etc.).

In the society-based model, the aim is to help whole communities meet their needs. Learners meet in group,under the guidance of the facilitator who helps them to identify what is to be learnt to find the resources for learning, and to evaluate what has been learnt.

In the personal-centred model, the learner is an "independent" consumer of the products of the system. Learners have the freedom to develop their own course, the negotiate with the institution for a learning contract. Programmes are more personalized, and the emphasis is on personal tution.

The characteristics of the three models may be further elaborated as follows:

Educational models by Greville Rumble

Institution-centred	Society-centred	Person-centred
1. Institution is the basis for organization	1. Society or community is the basis for organization	1. Person is the basis
2. Courses are fixed, and scheduled, leading to certification	2. No fixed courses, syllabus flexible to respond to community needs	2. Open system
3. Target group the mass	3. Local community	3. Individual
4. Teaching model: information-processing	4. Social interaction	4. Humanistic/open
5. Purposes: egalitarianism; moderning; helping the disadvantaged	5. Social action, rural development, community education	5. Open

These three models of educational instruction may serve as the broad basis for the construction of the operational models. Within each broad category, there may be subtypes, depending on the means of delivery, whether through the oral-face-to-face, or the printed media, or the radio-television channels, and cassettes, or any combination of them.

To illustrate, for example, in the institution-centred model, we may include the functional literacy classes, as organized by

the Non-Formal Education Department, in Thailand. These evening classes offered by the Department to adults living mainly in the villages rely on the oral face-to-face teaching, according to the syllabus laid down by the Department. Although the classroom setting can be anywhere in the village, in the temple ground, or in the local community hall, it can be considered as the offshoot of the organizing institution. Thus, they should be classified as falling within the institution-centred model.

For the society-centred model, a good example is the DELSILIFE Project. In Thailand, the project is operated in Nakhon Ratchasima Province, in two villages where villagers are encouraged to organize themselves into groups for specific problem-solving purposes. Thus, in a village, there may be 4-5 groups, each addressing itself to different problems, ranging from the health and environment problem,to the problem of income-generation, and the agricultural practices. In each group, a potential leader is sought and given additional training in leadership. They are the so-called educational volunteers. The group, under the guidance and leadership of the educational volunteers, would assess its own learning needs, and once these learning needs have been spelt out, then, and only then, would the external assistance be requested. The educational volunteers would act through the representative of the Non-Formal Education Department who is sent to the village as facilitator and co-ordinator. An appropriate resource person and learning materials would then be selected and sent to the villages. The DELSILIFE Project aims at the building up of self-reliance of the local community through the educational process. It relies on group interaction and problem-solving method. This type of project can be classified as falling under the society-centred model.

In the individual-centred model, Carl Roger's model of the non-directive teaching can be cited as an example. However, in the context of non-formal education, we begin to see an experiment in Thailand, whereby learning resource centres are being established in some provinces. A learning resource centre may be located in a provincial public library, or at the Provincial Non-Formal Education Centre. It is open for use to all adults, who may pick and choose whatever topic for self-learning instruction. The learning resources range from printed materials to video-cassettes. The learners may also request the centre to transmit through radio the information on a certain topic in which they are interested. Such learning organization may be classified as falling under the person-centred model.

These three models of education may serve as the basis for operational models. Another important dimension which should also be taken into consideration is the nature of the modes of delivery, whether employing distance or non-distance media. Putting this

dimension together with the said models of education, a matrix is derived as follows:

Modes of delivery \ Models of education	Institution-centred model	Society-centred model	Person-centred model
Non-distance delivery system	Box A	Box B	Box C
Mixed mode	Box D	Box E	Box F
Distance delivery system	Box G	Box H	Box I

The matrix, thus, yields nine possible operational models. Box A represents the conventional institution-centred model such as the classroom distance learning system such as the Open University in Thailand. Box E would represent the society-centred model with mixed modes of delivery systems, such as the DELSILIFE Project. Box I would represent the person-centred model with distance learning materials openly provided for each individual who may make use of them at any time. There are examples of the types which may fit each cell. However, many operational models in use may not fit into any cell, and can be eclectic, that is, employing both distance and non-distance delivery systems, and catering for both the mass and the individual.

Further considerations before adopting any model

Another two considerations should also be borne in mind before adopting any model. One is the policy consideration. How do the policy makers view the problem of drop-outs? Do they consider it serious? These considerations would determine the way the policy makers look at the matter, and decide on an appropriate strategy. Another consideration is the economic aspect. How cost-effective each model is depends on the number of the target-groups, and the nature of the distribution in the country. In certain cases, the distance learning system, in the institution-centred model, would appear to be more cost-effective. Yet in other cases, a conventional delivery system in the institution-centred model may be more appropriate.

From the foregoing, it may be said that an operational model or models can be designed and constructed, based on each category of the model of education. In each operational model, the nature of specific target group should be clearly outlined; the learning requirement spelt out or indicated, the content delineated and structured, and the mode of delivery, or the delivery system defined. It is proposed that, for the operational models, the three models of education, as outlined by Bertrand and Greville Rumble be the guidelines, as well as the modes of delivery as illustrated in the matrix.

The reasons why these models of education should serve as guidelines arise from the fact that the nature of the target group is somewhat complicated. The group consists of people with varying problems: socio-economic, psychological, cultural as well as geographic. For the more or less illiterate, who are highly motivated, the institution-centred approach may be adopted. For the partially literate, but poorly or moderately motivated, the community-based approach may be used. For the literate, but economically poor, also the community-based approach may be appropriate. Thus, depending on circumstances and personal needs of the target groups, operational models may be designed to suit these different types and different levels of requirements. The curriculum content will have to be adapted to suit different types. For those people who are academically more motivated, the emphasis on the basic life skills would be given stress. For those who are more preoccupied with the living conditions and income generation, the emphasis on the occupational skills should be more pronounced. In short, depending on the nature of the target groups and learning requirements, the operational models to be adopted should be appropriate. But all in all, every country would need the three broad categories of the model for tackling the problem of the drop-outs, with further nine subtypes depending on the nature of the modes of delivery.

Annex I

AGENDA

1. Opening of the meeting

2. Election of officers of the meeting

3. Participants' statements on the present situation of provision of continuing education for early primary school leavers

4. Identification of continued learning needs of early primary school leavers, and possible solutions, current and future

5. Formulation of operational models for continuing education which respond to the continued learning needs of early primary school leavers

6. Development of methodological guidelines for preparing learning materials for use by early primary school leavers

7. Recommendations for national and regional actions

8. Closing of the meeting

Annex II

OPENING STATEMENT MADE BY DR. LEONARDO DE LA CRUZ, ACTING DIRECTOR, UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC, BANGKOK

Distinguished Participants, Resource Persons, and Friends,

On behalf of the Director-General of Unesco, Mr. Federico Mayor, and the Assistant Director-General for Co-ordination of Unesco Activities in Asia and the Pacific, and the Director of Unesco PROAP, Mr. Makaminan Makagiansar, who is currently away on a mission, may I extend to our distinguished participants, resource persons and observer a very warm welcome to this office. For some of you, this is the first visit to Thailand, and perhaps for most of you, the visit to Chiang Mai will be the first. So let me wish you all a very fruitful and enjoyable stay in this beautiful country, a land of ever-smiling and charming people.

May I also express Unesco's grateful thanks to the Government of Thailand, and specifically the Department of Non-Formal Education of the Ministry of Education, for kindly agreeing to co-host this Technical Working Group Meeting on Continuing Education for Early Primary School Leavers. As you all know, the major part of the meeting will be held in the historic and romantic city of Chiang Mai where the Department of Non-Formal Education operates several continuing education and non-formal education programmes, some of which will be visited by the group to gain first-hand knowledge and experience.

Let me also thank my colleagues who are with us this morning. Their presence attests to their interest in APEID activities which are part and parcel of Unesco's efforts in this region to provide support to national endeavours in order to improve the education systems in the Member States and enhance the quality and efficiency of education.

Since some of our esteemed participants may not be quite familiar with what APEID is, allow me to briefly give some background of this regional programme within which the present Technical Working Group Meeting is being organized.

APEID stands for "the Asia and Pacific Programme of Educational Innovation for Development". It is a regional mechanism for inter-country exchange of innovative approaches and practices to solve educational problems through co-operative actions. The programmes are operated through national institutions which have joined the network and are known as APEID Associated Centres, now numbering 183 from 26 Member States in the region. APEID is an open-ended programme which is designed to adapt and respond, on a continuing basis, to the emerging problems and concerns in educational development. As a result of this networking, APEID has contributed to the creation of an Asia and Pacific community of educators and scholars who are no longer working in isolation, but who are now sharing their knowledge, experience and expertise for the benefit of the region as a whole.

APEID's programme activities are developed co-operatively by the Member States themselves. The Tenth Regional Consultation Meeting on APEID held in 1986 developed the programme areas for the fourth cycle of APEID which covers the period 1987 to 1991, among which continuing education was proposed under APEID for the first time. From the funding point of view, we are fortunate in that UNDP has agreed to provide funding support for activities in this programme area also, starting in 1988, and this funding is assured for the next three years.

This brings me to the present Technical Working Group Meeting which is actually the very first activity to be undertaken within the framework of APEID in the area of continuing education. It is a modest, but significant, first step to explore co-operatively what are the common issues and concerns in this area, for which innovative solutions can be sought.

Among the major problems facing the education systems in the developing countries still figures very prominently the problem of school drop-outs. Due to the realization that these drop-outs may eventually constitute a sheer waste of productive manpower for national development efforts, countries have been devoting a great deal of resources and manpower in carrying out all types of continuing education programmes under a variety of nomenclatures, such as recurrent education, social education, non-formal education, open education, lifelong education, and out-of-school education. By whatever names they are called, these programmes aim at the same goal: to provide a second opportunity for education, after a person has left formal schooling. It is a substitute or alternative to formal education, when learners want to learn something spontaneously.

In view of the constraints of time and resources, the Technical Working Group Meeting is obliged to limit its scope of work. Hence it is proposed that we consider a specific target group - that of early primary school leavers, whose ages may be about 12-15.

Why do we choose this target group? It is because we are trying to link this area to another important area of APEID, namely, universalization of primary education. Statistics have shown that in a few countries, as many as 40 per cent of those who enrol in the first grade do not complete primary schooling. One automatically asks oneself: what happens to these children? Do we ignore them and let them fend for themselves? Considering that in most cases, external factors such as poverty, irrelevance of the curriculum, distance between home and school, inexperienced teachers, force them to leave school, society should be responsible for providing them with a second chance, in the form of continuing education through non-formal methods which are more flexible and adaptable to individuals' needs and conditions.

Another concern is that there are so many continuing education programmes offered by both the state and non-governmental organizations in the countries, but they tend to be operated in isolation, giving rise to unnecessary duplication of efforts and waste of resources. Let us therefore try to develop a comprehensive operational model, or models, easily adaptable to suit national settings, in which various components are considered in a totality, and in which inter-departmental co-operative actions can be envisaged, including the role of the private sector.

A model, once conceptualized, will undoubtedly include the component of learning materials, some even through the use of mass media. We propose that this particular element be examined, and methodological guidelines be developed for selected types of materials, in order to serve as a check-list for those who are responsible for preparing these materials, be they self-instructional or otherwise, as part of continuing education.

This meeting will not be a one-shot affair. In fact prior to this, Thailand has already organized a national workshop as a kind of "pilot test" for this regional-level activity, and the report is available as reference document. There is a modest provision under APEID to support follow-up national activities which we hope will result from this meeting. Therefore the participants are urged to make concrete proposals to their governments as to what they intend to do to put into concrete action some of the suggestions emanating from the Technical Working Group Meeting. We will eventually welcome from interested Governments proposals for follow-up actions at the national level. In this way we could translate the efforts of the participants in this meeting into concrete action programmes, even only on an experimental basis to start with. Perhaps an innovative experiment, if proved practical and useful, can be adapted and implemented on a massive scale by the national authorities. Then,and only then,will APEID have achieved its purpose, that is, when the seed of an idea conceived at an APEID forum is germinated and afforded tender loving care so that it may flourish to further strengthen the educational development of the countries.

Let us work together for the next few days and come out with concrete proposals. Let us give our less fortunate children a second opportunity to continue their education so that they can maintain and even improve their literacy, numeracy and productive skills, and most important of all, their outlook in life. For indeed education has a modernizing influence on values, provide them with a chance to learn for themselves, for their own development, beliefs and behaviour which makes human being more development-oriented. Education can re-orient value behaviour standards that tend to obstruct development.

Unesco stands ready to provide support for programmes and actions aimed at the betterment of the educational provision for all citizens, which will ultimately mean the betterment of the quality of life and better understanding among peoples, a necessary pre-requisite to bring about peace which is urgently needed to make this world a better place to live in.

It is my distinct privilege to declare the meeting open, and wish it every success.

Thank you.

Annex III

LIST OF PARTICIPANTS

A. Participants

BANGLADESH	:	Mr. Ebadat Ali Sarkar, District Primary Education Officer, Dhaka, 3/7, Asad Avenue Mahammadpur, Dhaka-1207
CHINA	:	Mrs. Zhang Yin, Vice-Chairman, Education Committee of Jilin Province, No. 34 Xin fa Road, Changchun, Jilin Province
	:	Mrs. Wang Yi-Dan, Staff Member, Comparative Education Institute, Northeast Normal University, Changchun, Jilin Province
INDIA	:	Dr. (Mrs.) Savita Varma, Lecturer, Department of Pre-school and Elementary Education,National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi-110016
INDONESIA	:	Mr. Darlis Djosan, Staff, Directorate of Community Education, Ministry of Education and Culture, Jalan Keramat Raya No. 114, Jakarta Pusat
NEPAL	:	Mr. Narayan Prasad Sharma, Assistant Director, Regional Education Directorate, Central Region, Bagbazar, Kathmandu
PAKISTAN	:	Mr. Nawab Khan, Headmaster, Government Special High School, Quetta
PHILIPPINES	:	Mrs. Desideria R. Rex, Regional Director, Department of Education, Culture and Sports, Region V, Legazpi City
THAILAND	:	Dr. Sanong Chinnanon, Chief, Research and Evaluation Section, Department of Non-Formal Education, Ministry of Education, Bangkok 10300

B. Observers

Mr. Toshiaki Ozasa, Associate Professor, Faculty of School Education, Hiroshima University, 3-1-33 Shinonome, Minami-ku,Hiroshima-she, 734 Japan

Mr. Kosit Kosanasanti, Director of Chiang Mai Non-Formal Education Centre, Chiang Mai, Thailand

Mr. Prung Puangnada, Director of Provincial Primary Education, Chiang Mai, Thailand

C. Resource Persons

Dr. Vichai Tunsiri, Deputy Director-General, Department of Non-Formal Education, Ministry of Education, Bangkok 10300, Thailand

Miss Lourdes Arellano, Supervising Educational Researcher, Assistant Chief for Learning Resource Development Division, Bureau of Non-Formal Education, Department of Education, Culture and Sports, Palacio del Gobernardor, Metro Manila, Philippines

D. Unesco Principal Regional Office for Asia and the Pacific (PROAP) Bangkok

Mr. Makaminan Makagiansar, Assistant Director-General for Co-ordination of Unesco Activities in Asia and the Pacific and Director, Unesco PROAP

Mr. John Beynon, Acting Deputy Director, Unesco PROAP

Mr. L. de la Cruz, Head, Asian Centre of Educational Innovation for Development (ACEID), Unesco PROAP

Ms. Charatsri Vajrabhaya, Assistant Programme Specialist, ACEID, Unesco PROAP